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stating clearly the law of equal freedom as the fundamental rule of social life and progress, and the necessary connection between the fulfillment of duties and the possession of rights. Space does not permit me more than to call attention to these matters of interest. At some future time I hope to be able to discuss them more at length.

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Studies in American Education. By ALBERT BUSHNELL HART, Ph. D. Pp. 150. Price, \$1.25. New York: Longmans, Green & Co., 1895.

Essays in American History. By HENRY FERGUSON, M. A. Pp. 211. New York: James Pott & Co., 1894.

The volume by Dr. Hart consists of a series of six essays upon the live questions which face the educational worker in this country at the present time. These essays, previously issued as magazine articles, are based upon the two thoughts: "That education is substantially one from beginning to end, so that the same or similar methods may be applied throughout; and that teachers of every grade and subject have common interests and may learn from each other." The work of the committees, appointed on the recommendation of the National Educational Association for the purpose of considering the problems in secondary schools, has done much to turn the thoughts of educators toward the necessary inter-relationship existing between all grades and all branches of knowledge. Dr. Hart, by his service in the Cambridge School Committee, is prepared to note the practical difficulties of primary and of secondary education. The problems discussed with much fairness are those of interest alike to college professors, superintendents of schools, boards of education and parents.

"Has the teacher a profession?" First, how far teachers practice a profession; second, how far they are recognized as experts; and third, what may be done to improve the profession? The marks of a profession are: "That it should be a permanent calling taken up as a life-work; that it should require special and intellectual training; and that there should be among its members a feeling of common interest and some organization." He notes the tendency on the part of people in general, and with some reason it may be said, to regard teachers as theorists, as mere encyclopedias of learning. "Congress looks upon the scientific men in the Smithsonian and instructors in government schools as persons to take orders and not to make suggestions."

Teachers who may have failed to see the original article on "Reform in the Grammar Schools" will welcome this careful analysis of

the Cambridge experience. By this plan it is hoped that the time spent in the grammar schools will be five years or less. The plan varying the course so that the bright pupils were put into studies they were able to pursue, abolishing reviews and term examinations connected therewith and simplifying the study of grammar, saved for the pupils time which might be used to advantage in other ways.

One of the most suggestive of the essays is "University Participation—A Substitute for University Extension." The author sets forth what is feasible to colleges in securing the better instruction of teachers actually engaged in the work and describes the plan for courses, to this end, offered by Harvard. A cardinal difference between these courses and the "Teachers' Institute" is that "an essential feature of university participation is to get a return in work and thought from the teachers themselves while the main function of the institute is to stimulate, to suggest." While University Extension may not in every instance have justified its name the failures scarcely warrant Dr. Hart in making his criticisms of the movement. Does an intimate acquaintance with the system justify the following? "When one hears of staff lecturers, one sighs for a school extension system to teach the instructors, for a staff lecturer is a person whom no university authorizes to teach its own students, but who is supposed to carry university instruction to others outside. Such a system is nothing more nor less than a lecture bureau conducted on semi-charitable principles." The substance of the volume is to be found in these three essays.

Of the remaining three articles, "How to Study History" has been presented on different occasions by the same author. "How to Teach History in Secondary Schools," besides insisting on the necessity of every school having a good reference library "convenient and accessible every day and all day" explains the use of the topical method. "The Status of Athletics in American Colleges," presents in a satisfactory manner the chief arguments for and against the prevailing systems.

The purpose of Professor Ferguson's volume of essays, as made known in the preface, is to throw light on some subjects in our history "which have been sometimes left in the shadow." He believes the tendency of the early historians of the United States was to dwell almost exclusively on the bright side of colonial life.

The sources used have been seemingly fairly interpreted. Some question arises in the mind of the reader, however, when he notes the character of Sir Edmund Andros. "Stern and proud and compromising" he was beyond doubt. But that he was "honest, upright and just, and a friend to the best interests of the people whom

he governed" cannot be seconded. The reasoning is well sustained throughout but does not suffice to overcome the old-time judgment—that sanctioned by Johnston, Fiske and other historians of note.

The story of the Quakers of New England is told in a vivid and vigorous manner. The Puritans are charged with having an illegal and unconstitutional government that denied them, in a manner most un-American, the rights of all Englishmen. The essay on "Witches" shows that the tendency of man, like that of other animals, is to revert to original types in lower grades. In the "Loyalists" the author indicates that many of the so-called traitors were acting in all good conscience and would make Americans of worth to-day.

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Evolution and Effort and their Relation to Religion and Politics.

By EDMOND KELLY, M. A., F. G. S. Pp. ix, 297. Price, \$1.25.
New York : D. Appleton & Co., 1895.

Mr. Kelly has set himself in this little volume of essays, for the single chapters savor rather of a collection of essays than of connected parts of a well worked-out treatise, a very interesting but an exceedingly difficult task. Evolution is of course the watchword in all scientific work of our age, and has made itself felt of late in a peculiarly forcible manner in all social studies. Evolutional philosophy has been exceedingly helpful in all fields where it has been applied by its general suggestiveness in extending the horizon of investigation. More especially is this true in social science where it has cleared up many inexplicable relations previously observed among social phenomena, but it has invariably introduced more problems than it has solved, and has rather unsettled than helped to solve the ethical side of social questions. Ethics, economics and sociology are closely related and interwoven sciences, but beyond the discovery of this fact little has been done that helps us to say how they are related. Mr. Spencer's great system was least productive where most was expected—in his volume on ethics—and he is largely responsible for the determinism introduced in social science by telling us that man's efforts to ameliorate social conditions were more apt to work harm than good, and leading us to believe that faith in the principle of social selection and a large measure of *laissez-faire* would bring us to the desired haven of social peace. The drift of current thought is away from Mr. Spencer at this point and yet in spite of the fact that the results